

VALLEY EDUCATIONAL SERVICES

School Programs • Educational Counseling • Tutoring

UMASS/AMHERST



312066016681440

February 7, 1994

Secretary of Education
Executive Office of Education
1 Ashberton Place, Room 1401
Boston, MA 02108

Dear Secretary of Education,

Enclosed is my application for Charter School status. If any clarification or additional information is needed, please contact me at (413) 594-2211 ext. 119.

Thank you for your consideration.

Sincerely,

Richard Stefanik
President, Valley Educational Services Inc.

GOVERNMENT DOCUMENTS
COLLECTION
JUN 08 1994
University of Massachusetts
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Part 1

I. Mission Statement

Valley West Day School believes that every child is entitled to appropriate educational opportunities that foster intellectual, social, physical, and emotional development. Each student should be provided with an educational program designed to maximize his/her potential for meaningful adult functioning in society.

Toward that end, Valley West Day School is committed to developing alternative individualized educational programs that combine academic instruction with therapeutic components designed to enhance each student's self-esteem, create a positive attitude towards school, and foster the development of appropriate social interaction skills.

II. School Objectives

A. Academic objectives are attained by creating an environment where each student is allowed to progress at their own rate while developing a belief in their individual abilities and ability to deal with affective concerns.

B. Promoting self-confidence, self-esteem, and appropriate social interaction skills within a trusting and nurturing environment.

C. School environment will be based on mutual respect. Each student and staff member will be part of a family-like environment which focuses on meeting individual needs within a supportive framework.

III. Statement of Need

During the past three years, my experiences in dealing with students who have been dysfunctional in their regular school, community, and/or home environments, has convinced me of the need for alternative programming for students whose cognitive development is hindered by affective concerns.

Self-esteem, confidence, coping skills, and appropriate social skills are difficult to develop in large classrooms where there is an emphasis on academic production and performance is highly competitive. Students who lack confidence in their ability to be successful academically or socially will not perform at all and consequently engage in disruptive behaviors designed to mask real problem areas.

A charter school like the one I am proposing would give equal attention to affective and cognitive development by including clinical services in its daily program.

In addition, sending school systems would have the option of using the school as a time-out program for diagnostic services. In that capacity we could aid school systems by helping to define problem areas and develop long range plans to meet students needs (i.e. lesser or more restrictive programing).

IV. *School Demographics*

A. The school will be located at either Charles River Hospital-West, the Chicopee Boy's & Girl's Club, or both. My program currently occupies space at Charles River Hospital-West. Both sites have exceptional facilities and would pass any occupancy standards required.

B. These locations were selected because of their commitment to serving the needs of adolescents. Both sites offer the possibility of extended days and service for those students requiring additional programing.

C. The unique characteristics my students would have is that their cognitive development and affective concerns need to be addressed simultaneously within a therapeutic environment.

D. Anticipated enrollment would be 10 students in the fall of 1994 with a gradual increase to a maximum of between 30 or 40. Initial size would be kept intentionally low to allow for program development.

E. Grade levels to be served would be 6th through 12th. The majority of students would be in the middle school category.

V. *Recruiting and Marketing Plan*

My firm has provided academic services to hospitalized adolescents at Charles River Hospital-West for the past three school years. In addition, my firm has developed a



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in 2013

<http://archive.org/details/1994ch0mass>

therapeutic day school which has been in operation for one year (refer to enclosed brochure).

Extensive marketing of both of the services mentioned above has already been done. Additionally, my day school has already served the needs of students from surrounding communities who have been in a period of crisis. This has allowed me to develop very strong relationships with a number of school districts within my serviceable geographical area.

Outreach will continue in the future through advertisements, word of mouth, and a willingness to meet potential students and their families in informational meetings.

VI. Admission Policy

A. Referrals may come from schools, parents, or other qualified personnel. When a referral is made, the School Director will review the information and interview the student and/or parents. If a student is determined to be an appropriate candidate, a meeting is scheduled to develop a service plan and complete an admission agreement.

The following criteria are used to determine acceptance into the program:

1. Reason for admission
2. Level of functioning relative to aggression, depression, impulsivity, etc.
3. Substance abuse involvement
4. Risk of harm to self or others
5. Commitment of parents/guardians
6. School History

B. The admission policy is designed to protect the right of students to make academic, social, and emotional progress within a supportive non-threatening environment. Any student who interferes with that right on a consistent basis will be excluded.

VII. Profile of Founding Coalition

Valley Educational Services was started as a sole proprietorship in January of 1992. Its purpose was to provide academic instruction, aid in the evaluation process, and help develop appropriate discharge plans for hospitalized adolescents. Its owner is Richard Stefanik (Please refer to enclosed resume.).

In February of 1993, Valley Educational Services started a therapeutic day school (Please refer to enclosed brochure.). This school has met the short term needs of students

requiring crisis intervention and evaluation. Valley Educational Services currently has on its staff: two certified teachers, two aids, an educational director, an educational coordinator, and a psychologist.

Through our work with adolescents requiring mental health services over the past three school years and my personnel experiences in regular and special education for 24 years, we have developed a strong relationship with several school systems, D.M.H., D.S.S., and a number of alternative educational programs.

VIII. *Timetable*

A. Our timetable calls for us to open for the 1994-1995 school year. Our site, staff, many of our necessary forms (refer to enclosed), and much of our marketing efforts have already been done.

B. Although we currently provide academic, therapeutic, and evaluation services to a number of adolescents, Valley Educational Services has decided to seek Charter School status because we would like to offer our services for a longer time period and make access to our program easier for a larger number of school districts.

XI. Student Performance

A. Student performance will be assessed by direct observation, parent-teacher-student comments, pre and post tests, report cards, and parent-teacher conferences. Regular meetings will be held with sending school systems to determine the student's need for lesser or more restrictive programming.

B. Academic remediation will be available through intensive one to one instruction, home tutoring, and the use of appropriate prescriptive services.

C. Skill development will be assessed by comparing student performance to established grade level expectations for student in regular education classes.

XII. School Evaluation

A. Evaluation of our school will be done yearly by parents and educational staff from sending school systems. A survey delineating our services will be distributed, the results compiled, and the results made available upon request.

B. Open houses will be held and parents and community representatives will be invited to voice their concerns at regularly scheduled conferences.

XIII. Human Resources Information

A. Teachers, aids, administrative staff, and clinical personnel are already in place. Teachers are certified by the Department of Education, aids have undergraduate degrees, administrators have teaching experience and post-graduate level training, and the staff therapist is a Ph.D.. All staff have considerable experience working with our target population (Please refer to enclosed resumes.).

B. Evaluation will be conducted twice a year for employees with less than 3 years service, and thereafter on a yearly basis. Evaluation will consist of direct observation, meetings to review performance and establish goals, and student evaluation questionnaires.

C. Employees will sign a contract which delineates their responsibilities, benefits, and staff development expectations.

XIV. School Governance

A. School will be managed by an educational director and head teacher (Please refer to enclosed for responsibilities and qualifications.).

B. Board of Trustees will be a voluntary position initially. Representatives will come from the staff, parents, community occupied site, and Chicopee school system.

C. The board will be responsible for making decisions regarding capital improvements, changes in curriculum, therapeutic services offered, and will serve as an advisory board in the further development of the overall school.

D. The board will serve as a third party in resolving contracted issues or grievances filed by students or parents.

E. Decision making matters will involve input from students, parents, staff, and the community. Any one of these groups may make proposals to the Board of Trustees regarding the overall operation of the school.

XV. Building Options

A. Present plans for a school building include continued use of Charles River Hospital-West and/or the use of the Chicopee Boys & Girls Club.

B. Both of these sites have classroom space, recreational areas, a gym, and facilities for eating. both sites are used to provide services for the overall development of children.

C. Initial plans do not include acquiring a school building.

D. Financing for the two sites is already in place.

Valley West Day School

A Subsidiary of Valley Educational Services

942-05

PROGRAM DESCRIPTION

- 1.) IMMEDIATE SHORT TERM PLACEMENT - Designed to meet the needs of students who require immediate short term crisis intervention.
- 2.) ALTERNATIVE TO OUT OF DISTRICT PLACEMENT - Affords school systems the time necessary to develop appropriate long range plans.
- 3.) MENU OF SERVICES:
 - ACADEMIC- Instruction is co-ordinated with referring L.E.A.
 - THERAPEUTIC -Clinical component available
 - DIAGNOSTIC -Psychiatric/Psychological evals available
- 4.) STUDENTS ARE PLACED UNDER:

502.7	Day School does not require D.O.E.
502.9	approval because it is short term
502.11	placement.
- 5.) LENGTH OF SCHOOL DAY CAN BE INDIVIDUALIZED -Team decides on length of school day based on student's needs.
- 6.) DURATION OF STAY IS INDIVIDUALIZED- Students can be placed for any length of stay based on his/her need.
- 7.) FOR MORE INFORMATION CONTACT: Richard Stefanik
(413) 594-2211 ext. 119

Valley West Day School

a subsidiary of
Valley Educational Services
located at Charles River Hospital West
350 Memorial Drive
Chicopee, Massachusetts 01020
(413) 594-2211 ext. 119

Dear Colleague,

Finally, an immediate short term placement option exists for at-risk students in the Pioneer Valley.

Most of you have, at one time or another, encountered a student whose needs exceed the resources of the public school setting. Often, a brief and direct change in programming is necessary in order to objectively assess long-term options, but historically there have been few such alternatives available. And all too frequently, these situations rapidly deteriorate, resulting in the need for home instruction, partial hospitalization, or residential placement.

Valley West Day School, a component of Valley Educational Services, offers a unique alternative. Valley West provides a short-term, supportive, day program for students, yet offers school districts the flexibility of utilizing only the services needed and desired. In this way, long-term planning can be more carefully approached while the immediate well being of the student is addressed.

The enclosed information will help you become more familiar with the Valley West Day School program. If we can be of service to you, please call me at 594-2211, extension 119.

Sincerely,

Richard Stefanik, Director
Valley Educational Services

Valley West Day School

a subsidiary of
Valley Educational Services
located at Charles River Hospital West
350 Memorial Drive
Chicopee, Massachusetts 01020
(413) 594-2211 ext. 119

Program Description

I. Introduction

VALLEY WEST DAY SCHOOL is a short term day program, designed to meet the needs of students aged 12 - 18 who are struggling to maintain adequate functioning within their family, community, or school setting. Valley West is operated by Valley Educational Services, and is located at Charles River Hospital - West, 350 Memorial Drive, Chicopee, Massachusetts, 01020.

II. Purpose

Valley West has been developed to provide interim academic instruction and support to students who are unable to continue within their current educational program, and who may require a short-term alternative until a more comprehensive plan is developed by the Local Educational Authority (LEA) responsible for the student's educational plan.

III. Philosophy

Valley West believes that every child is entitled to appropriate educational opportunities that foster intellectual, social, physical and emotional development. Each student should be provided with an educational program designed to maximize his/her potential for meaningful adult functioning in society. Our staff is dedicated to enhancing each student's self-esteem, creating a positive attitude towards school and developing long range goals.

IV. Intake Process and Referrals

A referral to Valley West is typically initiated by the Director of Pupil Services from the child's current school district. When a referral is made, the Day School Director at Valley West will review the information, and interview the student and/or parents. If

appropriate services are available, a meeting is scheduled to develop a service plan and complete an admission agreement.

Information provided at the time of referral should include copies of school records, any available test scores or psychoeducational reports, and a copy of the most recent Individualized Educational Plan (if applicable). The following criteria are used to determine acceptance into the program:

1. Reason for admission
2. Estimated length of stay
3. Ability of the child to tolerate day school environment
(i.e. level of functioning relative to aggression, depression, impulsivity, etc.)
4. Substance abuse involvement
5. Commitment of parents/guardians
6. School history

V. Transportation

Transportation is arranged by the L.E.A..

VI. Payment/Cost

Placement in the program is contingent upon the approval of the child's current school district, and payment is the responsibility of the L.E.A..

Cost is \$14.00 per/hour, and the length of the school day can be determined according to the student's needs at the time of admission.

VII. Lunch

Students may bring their lunch, or may purchase lunch in the cafeteria.

VIII. School Day

Students in Valley West Day School can expect to follow a daily schedule which will include:

- A. **Morning Goals Group** - Conducted at the beginning of the school day, to develop goals and strategies.
- B. **Academic Skills** - Valley West staff will follow the curriculum of the student's home school district. Coordination will be developed during the intake process.
- C. **Rehabilitation Group** - Conducted daily, to address self-esteem, social

interaction skills, developing positive attitudes
and identifying individual abilities and strengths.

- D. **Wrap-Up Group** - Conducted at the end of school each day, to provide individual feedback relative to goals and classroom performance.

IX. Staffing

The Valley West Day School staff consists of:

1. Director/Principal
2. Teachers/Aids (3:1 ratio)
3. Social Workers/Mental Health Specialist
4. Psychiatric Consultant

X. Length of Stay

A preliminary discharge plan will be developed during the intake process. Changes in length of stay, however, may be made at any time in response to the student's needs or progress.

XI. Optional Services

Psychiatric evaluations, psychoeducational assessments, counseling, and other therapeutic services are available through the outpatient department of Charles River-West Hospital. (Third party payment will be arranged when possible).

For More Information:

Richard Stefanik, Director
Valley West Educational Services
c/o Charles River Hospital-West
350 Memorial Drive
Chicopee, Massachusetts 01020

Telephone: 594-2211 ext. 119
Fax Line: 594-7642

Valley West Day School

a subsidiary of
Valley Educational Services
located at Charles River Hospital West
350 Memorial Drive
Chicopee, Massachusetts 01020
(413) 594-2211 ext. 119

DAILY SCHEDULE

A.M.

8:30 - 9:00	Arrival
9:00 - 9:15	Daily Goals Groups
9:15 - 10:15	School - Individual Instruction
10:15-11:00	Rehabilitation Group
11:00-12:00	School- Individual Instruction

P.M.

12:00-12:30	Lunch
12:30-12:45	Fresh Air Break/ Music in Classroom/ Gym
12:45- 1:45	School - Group Activity/ Individualized Instruction
1:45 - 2:00	Wrap-Up Group
2:00 - 3:00	Rehabilitation Group - Gym

Valley West Day School

Programs being offered by Rehabilitation Services Department

.Values Clarification

.Coping Skills

.Communication through Creative Expression

.Community Awareness

.Weekend Leisure Contracts

.Horticulture/Gardening

.Nature Trail

.Leisure Education

.Outdoor Education

Monday: Leisure Education/Leisure Sharing *(Skills in leisure activities - basketball)*

Tuesday: Coping Skills/Values

Wednesday: Creative Expression/Communication

Thursday: Weekend Leisure Contract/Leisure Activity = *written up activities for weekend.*

Friday: Outdoor Education =

Valley West Day School

Admission Agreement

1. Valley West Day School will provide educational services as defined in the I.E.P. and/or admission agreement.
2. Psychiatric/Psychological Evals and other clinical services can be arranged through CRH-W Outpatient Dept.
3. It is the responsibility of each student to be academically productive and behaviorally appropriate. If my son/daughter is having difficulty, I understand that time out procedures may be used. In cases where time out fails and a student's behavior continues to escalate to the point that he/she fails to respond to verbal directions or represents a danger to himself/herself or someone else, I give permission for physical restraint to be used.
4. The student agrees to follow the rules of Valley West Day School, not to bring in any drugs, alcohol, weapons or other items that could be considered dangerous or inappropriate.
5. Valley West Day School students under the age of 16 must have written permission from their parents to smoke during program hours. Smoking is allowed only during designated smoke breaks and in designated smoking areas. All smoking materials must be returned in upon arrival and will be returned at the end of each school day.

My son/daughter has my permission to smoke:

_____Yes _____No

6. The parents/guardian agree(s) to contact the school with any concerns they have regarding the academic or behavioral functioning of their child.
7. A student's academic program will be developed with his/her L.E.A.
8. I understand that school may consist of both in-hospital patients and outpatients.
9. Length of stay: _____
10. Major goals of placement: _____

11. Conditions under which placement may be terminated:

I/We agree to the conditions stated above on this the

_____ of _____ 19 _____.

Parent/Guardian

Director Valley West Day School

Student

School System Representative

Valley West
Intake Evaluation Form

Name _____ D.O.B _____

Address _____

Parents/Guardian _____

School _____ Grade _____

Spec. Ed. _____yes _____no

Reason for Placement _____

Description of Negative Behavior _____

School History _____

Estimated Length of Stay _____

Description of Parental/Guardian Involvement _____

Substance Abuse _____yes _____no

Other Comments _____

VALLEY EDUCATIONAL SERVICES

School Programs • Educational Counseling • Tutoring

VALLEY WEST DAY SCHOOL

350 Memorial Drive

Chicopee, Ma. 01020

PARENTAL PERMISSION FORM

To: _____
(Parent, Guardian, Student)

Date: _____

Re: Student Records - Access of Third Parties

Except for the provisions in Sections 7.3, no information in a student's record shall be disseminated to a third party without the specific, informed written consent of the eligible student and his/her parent, or either one, as applicable, under the rules in Section 1 of these regulations. When granting consent, the eligible student and his/her parent, or either one, as applicable, shall have the right to designate which portions of the student record shall be disseminated to any third party.

I give my consent to the Valley West Day School to forward a copy of the complete student record to the followings:

Student's Name: _____

Name of Third Party: _____

Address: _____

Signature of Student (14 yrs. or over)

Signature of Parent

Date

VALLEY EDUCATIONAL SERVICES

School Programs • Educational Counseling • Tutoring

VALLEY WEST DAY SCHOOL

350 Memorial Drive
Chicopee, Ma. 01020

Release of Information Form

I, hereby, give permission to _____
(School, Agency or Physician)

(Address of Above)

to furnish all information regarding my child, _____
as requested by Richard Stefanik, Director of Valley West Day School.

Signature: _____

Relationship: _____

Date: _____

Please send records to:

Valley West Day School
350 Memorial Drive
Chicopee, Ma. 01020

(413) 594-2211 Ext. 119

Valley West School

Medical Form

1. In the event of a medical/psychiatric emergency, which cannot be handled in a school setting, I agree to have my son/daughter brought to the nearest hospital/ER/or crisis center for treatment.
2. In the event of a psychiatric emergency after school hours a student's outpatient therapist should be consulted and/or the procedure described in #1 followed.
3. My son/daughter is allergic to:_____.
4. My son/daughter has the following medical condition:_____.
5. I give my consent for the following medications to be taken during school hours. (med. & time)_____.

Medication to be supervised by:_____

I agree to the medical terms stated above (1-5).

Parent/Guardian

Date_____

6. Emergency contact people and phone number:

Father:_____

Mother:_____

Friend/Relative:_____

Valley West Day School

Medication Log

[illegible]

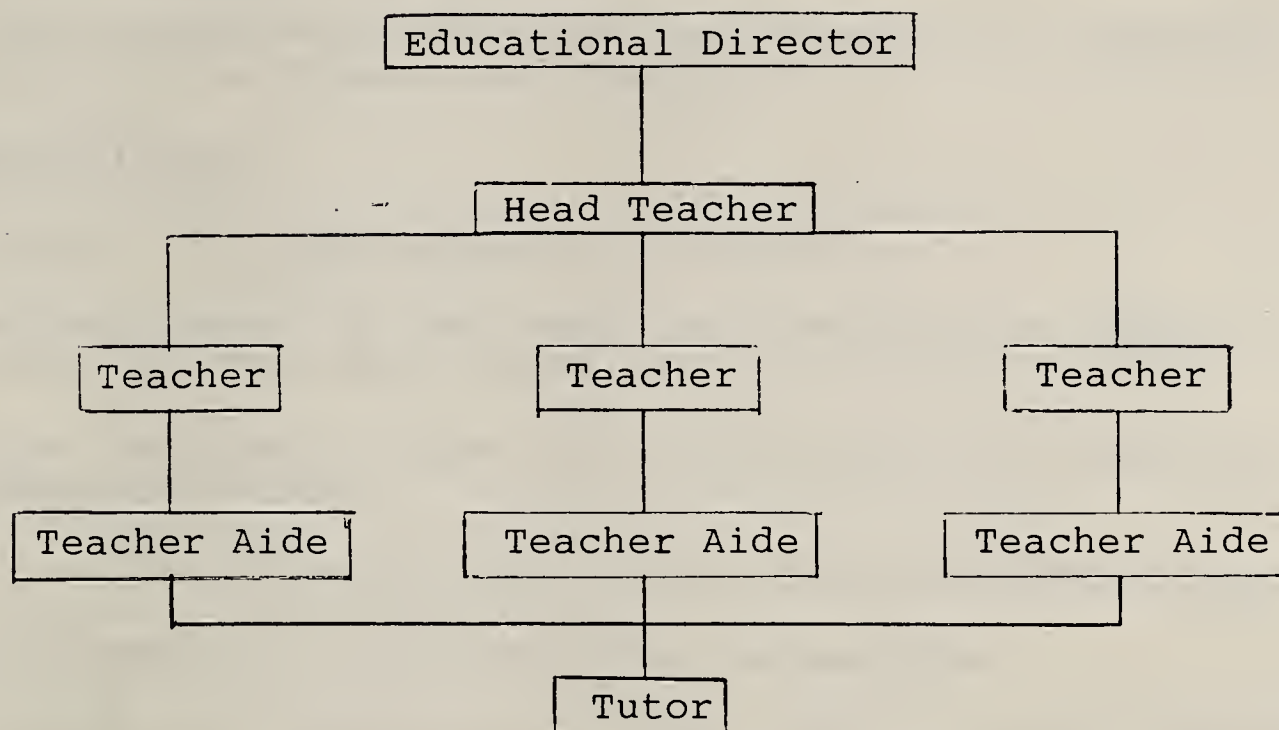
Valley West Day School

Daily Progress Report

Date _____

[illegible]

Organizational Chart



A. Educational Director - administers program

B. Head Teacher - Supervises teachers and aides, develops daily instructional plans, meets with clinical staff on daily basis, and provides instruction on an individual basis.

C. Teacher - responsible for daily instruction, supervision of aides, attendance, progress reports and discharge summary.

D. Teacher Aide - aids in implementation of overall instructional plan.

E. Tutor - provides supplemental instruction and helps in doing homework.

Position - Educational Director

General Description of Duties:

Responsible for the overall administration, direction and operation of the Educational Program.

Responsibilities:

1. Direct fiscal management of the school.
2. Implementation of the Operating Standards as defined in the Policy and Procedure Index.
3. Hire, terminate, supervise and evaluate all education department personnel.
4. Ensure communication with Local Education Authorities.
5. Development of all contractual necessities.
6. Provides for in-service training and new staff personnel.

Qualifications:

1. Master's Degree or higher in Special Education or related field.
2. Five years or more of experience in Special Education.
3. Knowledge in evaluating and programming for special needs students.

Position - Head Teacher

Responsibilities:

1. Primary responsibility for overseeing daily activities within the program, staff supervision and student programming as appropriate.
2. Facilitates the completion of all records.
3. Attends all appropriate meetings.
4. Participates in staff evaluations and orientations.
5. Participates in in-service training and program development.
6. Responsible for weekly staff meetings.
7. Responsible for staff attendance.
8. Provides instruction to students requiring individualized instruction.
9. Any other duties designated by the Education Director.

Qualifications:

1. Bachelor's Degree or higher in education.
2. Demonstrates supervisory or administrative skills.
3. Knowledge of the Special Education process.

Position - Teacher

Responsibilities:

1. Provide daily instruction.
2. Completion of progress reports and discharge summary.
3. Supervise teacher-aides.
4. Participate in weekly staff meetings.
5. Responsible for record of student attendance.
6. Participate in in-service training.
7. Any other duties designated by Head Teacher or Educational Director.

Qualifications:

1. Bachelor's Degree or higher in Education.
2. Knowledge of Special Education process.
3. Prior experience working with adolescents.

Position - Teacher-Aide

Responsibilities:

1. Participate in daily instruction as directed.
2. Attend weekly staff meetings.
3. Any other duties designated by the Head Teacher or Educational Director.

Qualifications:

1. Bachelor's Degree or three years previous experience in the field of Education.
2. Prior experience working with adolescents.

RICHARD STEFANIK
28 PALMER AVENUE
CHICOPEE, MASSACHUSETTS 01020

PROFESSIONAL EXPERIENCE

Valley Educational Services
1992-Present

Owner/Director

Started educational services to deliver academic services to students who are hospitalized.

Education Director
1991-Present

Charles River Hospital-West

Served as team member in developing in-patient unit, partial hospitalization program, and therapeutic day school. Responsible for providing academic services to patients in all programs. Aided in the evaluation process and development of appropriate discharge plans. Initiated and maintained communication with school systems.

Program Director
1990-1991

Carlyle Agency

Supervised, develop and co-ordinate programs for mentally retarded adults.

Director
1990-1991

Carlyle School Programs

Responsible for providing educational services to Northampton Nursing Home-Pediatric Department. Developed and supervised tutoring agency.

School Adjustment Counselor
1975-1990

Wilbraham School System

Evaluated and developed plans to deal with special needs students. Served as out of district co-ordinator.

Teacher
1970-1975

Wilbraham School System-5th Grade

United States Army
1968-1970

Served for two years in service.

Teacher
1966-1968

Chicopee School System-5th Grade

EDUCATION

American International College
Springfield College

Economics
Guidance & Psychological
Services

B.A. 1966

Springfield College

Teaching Administration

M.Ed. 1975

C.A.G.S. 1976

PROFESSIONAL CERTIFICATIONS and LICENSURE

ELEMENTARY TEACHER
ELEMENTARY PRINCIPAL
GENERAL SUPERVISOR
GUIDANCE DIRECTOR
GUIDANCE COUNSELOR
SCHOOL ADJUSTMENT COUNSELOR
LICENSED CLINICAL SOCIAL WORKER
SUPERVISOR OF ATTENDANCE

LORI BRODEUR
2 Longview Drive
Monson, MA 01057
(413) 267-3941

**CAREER
OBJECTIVE**

To obtain a position as an elementary school teacher in a public school setting.

EDUCATION

Westfield State College, Westfield, MA 01086
Bachelor of Science in Education, 1992.
Concentration: Social Studies Cluster.
Dean's List - G.P.A. 3.56/4.0

**PROFESSIONAL
EXPERIENCE**

Wilbraham Middle School, Wilbraham, MA 01095
Student Teacher, Grade 6, Spring 1992.

- Assumed the responsibility of regular classroom teacher at the elementary level.

Hillside School, Monson, MA 01057
Pre-Practicum, Grade K, Spring 1992.

- Prepared and presented a teaching unit with a learning center.
- Aided the classroom teacher with daily lessons.

Main Street School, Monson, MA 01057
Pre-Practicum, Grade 4, Fall 1990.

- Studied and implemented the Comerford model of teaching objectives for preparing lesson plans.
- Worked with small group of gifted students as guide in solving science experiments.
- Aided regular classroom teacher with daily lessons.

**PROFESSIONAL
MEMBERSHIP**

Kappa Delta Pi, Iota Iota Chapter.

REFERENCES

Furnished on request.

DANIEL C MARTINEZ

16-D Partridge Hollow
Chicopee, MA 01020
Tel: 413-533-3153

PROFESSIONAL EXPERIENCE

Charles River Hospital-WEST. Clinical Assessments Clinician.

Performed bilingual and bicultural psychiatric assessments of chronic and acute inpatients. Carried out daily mental status assessments. Designed treatment plans for acute/chronic adolescent patients. Conducted individual, family, & group therapy. Interfaced with social service agencies (e.g., DMH, DSS, DYS, etc..). Assisted courts with forensic services.

Provided lectures, seminars, and workshops to outside agencies on psychiatric issues. Provided community relations information to agencies and providers. Interfaced extensively with the numerous school systems in the area. Provided case management services. Nov 91 to Nov 92.

Cambridge College. Associate Professor of Counseling Psychology.

Teach graduate courses in counseling, cognitive, and learning psychology. Counsel and advise students. Deliver workshops in psychiatric assessments and techniques. Supervise students' graduate theses. May 91 to Present.

Holyoke Community College. Adjunct Lecturer in Psychology. Taught psychology, career, and counseling strategies. Delivered workshops to bilingual, Hispanic students. 1990-91.

Psychiatric Crisis Services (PCS). Crisis Clinician. Provided phone and face-to-face crisis counseling. Conducted emergency psychiatric assessments in homes or hospital ERs. Provided assessments for psychiatric committals, and bilingual, bicultural psychiatric support for Hispanic populations. 1990.

Bankers Life & Casualty. Financial, Life, and Health Consultant. Advisement of clients on matters relating to health & life insurance. Advisement on hospitalization coverage. 1989-1990.

Heights of Texas, FSB. Manager and Marketing Trainer. Manager of department for financial and insurance services. In charge of all training and development. 1988-89.

Advest, Inc. Financial Consultant. Advisement of clients on a variety of financial and insurance matters. 1986-1988.

Merrill Lynch. Financial Consultant. Advisement of clients on financial and health insurance planning. 1983-1986.

University of Nebraska. Teacher and Counselor. Counseled students on academic, family, and personal problems. Taught psychology, provided workshops, set up community outreach services. Conducted multi-disciplinary research projects. Provided bilingual and bicultural counseling services.

Columbia University. Instructor and Counselor. Taught in psychology department. Counseled students. Provided bilingual support services. 1972-1979.

SKILLS

Psychiatric Assessments. Can perform psychiatric assessments as per DSM-III-R in all 5 axes, either detailed (extensive psychosocials) or brief (as in crisis or emergency settings). Have experience with chronic and acute populations ages 8-90.

Bilingual (English/SPANISH), Bicultural Assessments. Have performed numerous psychiatric assessments entirely in SPANISH for Hispanic patients. Can assess the impact of cultural and religious beliefs and practices on the interpretation of psychiatric symptomatology. Can interface with Spanish community for support of patient after discharge.

Psychiatric Case Management. Have developed treatment plans for inpatient populations, and have coordinated services for patients within hospital setting and post-discharge. Interfaced with outside mental health service providers for aftercare services.

Suicide and Homicide Risk assessment. Extensive experience in risk assessment. Can provide detailed risk assessment reports for suicide attempts and gestures. Have also worked with United States Postal Service in providing assessment and evaluation of homicidal proclivities of disgruntled employees.

Counseling Services. Can provide crisis, short-term, long-term, individual, group, and family counseling. Have also extensive experience in bilingual counseling. Experience in outpatient, inpatient, and aftercare counseling.

Complete Educational and Lecture Services. Extensive experience with all formats for educational services. Can deliver lectures, seminars, workshops, short- or full-term classes. Can work one-on-one, or deliver workshops to several hundred. Have extensive experience also in community education programs; can provide outreach.

Research Skills. Complete familiarity with data collection and statistical analysis.

EDUCATION

Columbia University in the City of New York. Ph.D. in social psychology and personality, 1979.
M.A. in psychology, 1976.

University of Texas at Austin. B.A. in psychology, 1972.

REFERENCES

Extensive professional references can be provided on request.

JANE R. PISCITELLI

3 Washington Street
Milford, CT 06460
(203) 878-5865

EDUCATION

Southern Connecticut State University
New Haven, CT
Bachelor of Arts, May 1993
Major: Psychology

**Related
Courses:**

Adolescent Psychology, Experimental Methods,
Personality, Communication Disorders, Special
Education, Statistics

CONFERENCES

Attended:

1989-
1991 Adult C.P.R., Community C.P.R., and Basic Life
Support annually. Standard First Aid and
Lifeguard Training every three years.

1989-
1992 Special Olympics Swim Coaches clinic, Power
Lifting clinic, Advanced Coaches seminar, and
M. A. T. P. clinic.

**Conducted:
1992**

Three-level Swim Coaches clinic for Special
Olympics, to upgrade the exsisting clinic.

EXPERIENCE

May 1990-
Present

Assistant Buyer
Gillis, Wagner & Assoc., Woodbury, CT

November 1989-
November 1992

Head Boys' and Head Girls' Swim Coach
Jonathan Law High School, Milford, CT

March 1988-
June 1992

Head Swim Coach, Assistant Figure Skating
Coach, former Head Power Lifting Coach
Hamden - New Haven Special Olympics
Head Swim Coach
Team Connecticut, 1991 International Special
Olympics Summer Games

REFERENCES

Furnished upon request

